



Ministry
of
Education
Ontario

Authorized by the Minister of Education
Hon. Bette Stephenson, M.D., Minister
Harry K. Fisher, Deputy Minister

Curriculum Guideline for the Intermediate and Senior Divisions

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guidance 1984





Ontario



Ministry
of
Education

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MEMORANDUM TO: Directors of Education
Principals of Schools

FROM: R. A. L. Thomas

DATE: February, 1984

SUBJECT: GUIDANCE: INTERMEDIATE AND SENIOR
DIVISIONS, 1984

The renewed curriculum guideline Guidance: Intermediate and Senior Divisions, 1984 is enclosed. The guideline states the policies of the Ministry of Education regarding the development and implementation of guidance programs. It expands on the description of guidance programs as outlined in Ontario Schools: Intermediate and Senior Divisions, (OSIS) 1984, Section 2.2. The guideline provides excellent opportunities to address educational, career, personal and social needs.

In Grades 7 and 8, OSIS calls for a minimum of 20 hours in each grade to be assigned to guidance instruction. To assist teachers and counsellors, a new resource document, One Step at a Time will be available in the spring of 1984.

A few of the highlights of Guidance: Intermediate and Senior Divisions, 1984 include suggestions that underline the importance of:

- . maintaining a written guidance program on file in each school
- . involving all staff in its implementation
- . achieving an appropriate balance between counselling and instructional activities
- . offering guidance courses for credit
- . referring to the Ministry's cross-index of guidance objectives and Ministry resource documents.

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A Focus on Students

Young people enter the Intermediate Division with various goals, needs, and attitudes. As they progress from Grade 7 to Grade 12, they develop from adolescence to adulthood. Throughout this difficult phase of development, they must learn to make independent and responsible choices while maintaining the flexibility that they need and will need in the rapidly changing world. At the same time, young people must learn to understand themselves and must develop a strong sense of self-worth.

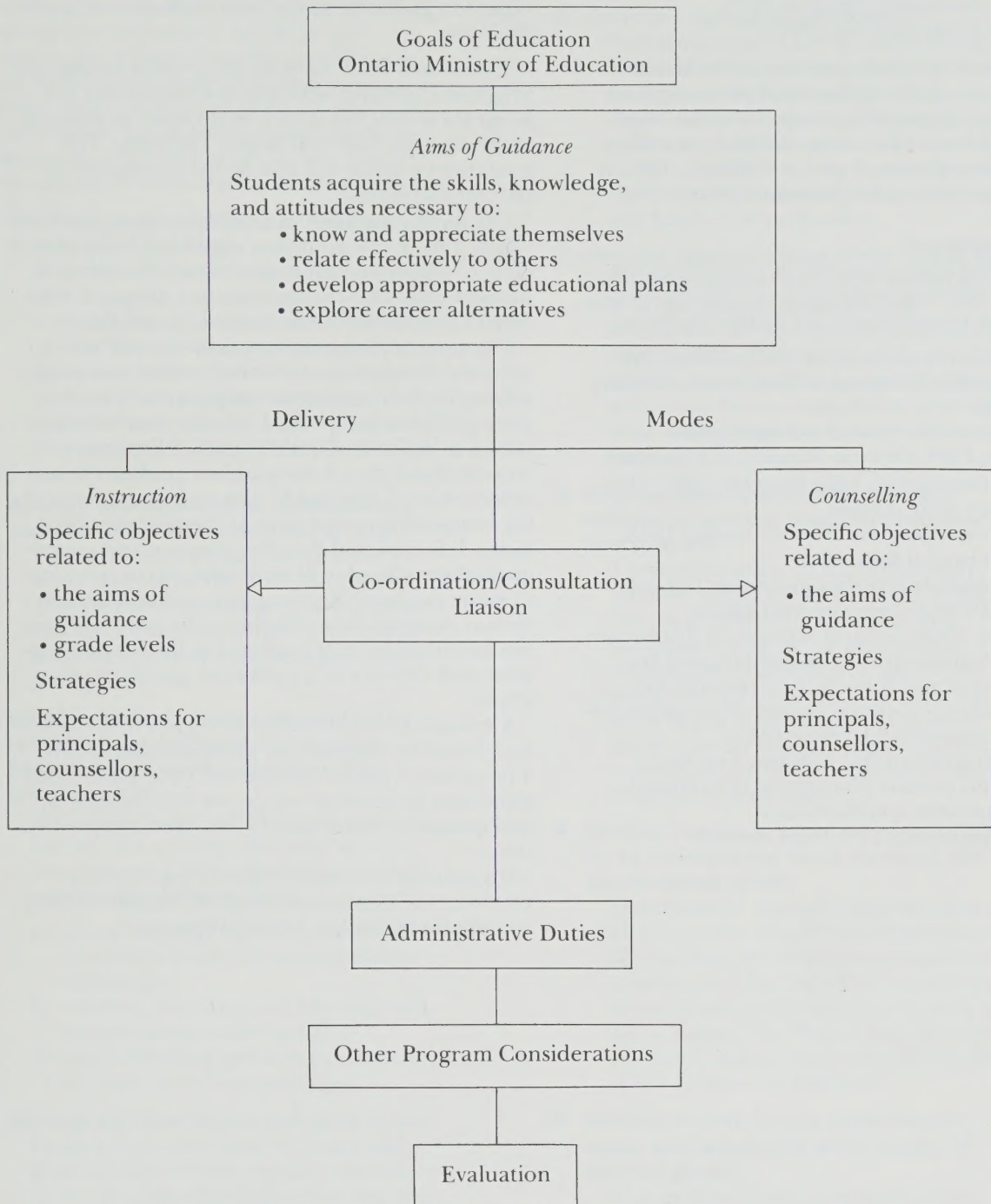
It is the task of guidance counsellors and teachers to help students and their parents during this growing process. If they are to provide genuine assistance, counsellors and teachers must respect and appreciate students' individual differences and understand the process of exploration that is a necessary part of growing and maturing.

While all teaching staff share this commitment to help students, guidance counsellors are in the best position to ensure that students benefit from accurate and up-to-date information and sympathetic direction and support.

It should be remembered that a guidance program must focus on the students and that its effectiveness is measured by the extent to which it meets the educational, career, social, and personal needs of all students.



Overview of the Guidance Guideline



Introduction

Status of the Document

This guideline supersedes the following Ontario Ministry of Education guidelines:

- Guidance, Intermediate Division*, 1978
- Guidance, Senior Division*, 1977

This document states the policies of the Ministry of Education regarding the development and implementation of guidance programs in the Intermediate and Senior Divisions. It builds on and extends the concepts developed in *Guidance*, 1980, a support document to *The Formative Years*.

Related Documents

The following documents will be of use in the development and implementation of guidance programs in the Intermediate and Senior Divisions.

- *Guidance*, Curriculum Ideas for Teachers, Primary and Junior Divisions, 1980, Ontario Ministry of Education
- *One Step at a Time: Educational and Career Explorations*, 1984, Ontario Ministry of Education
- *Work and Employability Skills Program*, 1982, Ontario Ministry of Education
- *Sex-Role Stereotyping and Women's Studies*, 1978, Ontario Ministry of Education
- *Ontario Schools, Intermediate and Senior Divisions (Grades 7-12/OACs): Program and Diploma Requirements*, 1984, Ontario Ministry of Education
- Ontario Regulation 262, Elementary and Secondary Schools and Schools for Trainable Retarded Children – General (section 20 contains references to counsellor qualifications)
- Ontario Regulation 269, Ontario Teacher's Qualifications (section 35 contains references to guidance specialist qualifications)
- Ontario Regulation 271, Pupil Records

Policy

The following policy statements express the expectations of the Ontario Ministry of Education with regard to guidance in the Intermediate and Senior Divisions.

– Each school shall¹ have on file a written guidance program consistent with this document, and the program so described shall be directed to students in the Intermediate and Senior Divisions. The guidance program will also be made available to parents on request.

– The implementation of a guidance program developed from this guideline shall be the responsibility of all school staff and of those school board support staff who counsel students. (Pages 7, 11, and 13 further delineate these responsibilities.)

– The aims of the guidance program shall be achieved through guidance instruction and counselling. Both are essential components of a complete guidance program. A balance shall be maintained in the time allotted to each. Elementary schools that do not have qualified guidance counsellors on staff may not be able to fully implement the counselling component of the guidance program. It is expected that the principal and teachers in these schools will assist students in reaching as many guidance learning and counselling objectives as possible. In such schools the principal and teachers shall be fully responsible for the development and delivery of an effective guidance program.

– A minimum of twenty hours in each of Grades 7 and 8 shall be assigned for guidance instruction. The resource guide *One Step at a Time: Educational and Career Explorations* will be useful to teachers and guidance counsellors in the Intermediate Division.

– If guidance courses are offered for credit, a maximum of three credits may be earned towards an Ontario Secondary School Diploma.

1. See the Glossary (page 20) for a definition of the term "shall" as it is used in this document.

The Goals of Education²

The Ministry of Education in Ontario strives to provide in the schools of the province equal opportunity for all. In its contribution to programs, personnel, facilities, and finances, the ministry has the overall purpose of helping individual learners to achieve their potential in physical, intellectual, emotional, social, cultural, and moral development. The goals of education, therefore, consist of helping each student to:

1. develop a responsiveness to the dynamic processes of learning

Processes of learning include observing, sensing, inquiring, creating, analysing, synthesizing, evaluating, and communicating. The dynamic aspect of these processes derives from their source in many instinctive human activities, their application to real-life experiences, and their systematic interrelation within the curriculum.

2. develop resourcefulness, adaptability, and creativity in learning and living

These attributes apply to modes of study and inquiry, to the management of personal affairs such as career plans and leisure activities, and to the ability to deal effectively with challenge and change.

3. acquire the basic knowledge and skills needed to comprehend and express ideas through words, numbers, and other symbols

Such knowledge and skills will assist the learner in applying rational and intuitive processes to the identification and solution of problems by:

- a) using language aptly as a means of communication and an instrument of thought;
- b) reading, listening, and viewing with comprehension and insight;
- c) understanding and using mathematical operations and concepts.

4. develop physical fitness and good health

Factors that contribute to fitness and good health include regular physical activity, an understanding of human biology and nutrition, the avoidance of health hazards, and concern for personal well-being.

5. gain satisfaction from participating and from sharing the participation of others in various forms of artistic expression

Artistic expression involves the clarification and restructuring of personal perception and experience. It is found in the visual arts, music, drama, and literature, as well as in other areas of the

curriculum where both the expressive and receptive capabilities of the learner are being developed.

6. develop a feeling of self-worth

Self-worth is affected by internal and external influences. Internally it is fostered by realistic self-appraisal, confidence and conviction in the pursuit of excellence, self-discipline, and the satisfaction of achievement. Externally it is reinforced by encouragement, respect, and supportive evaluation.

7. develop understanding of the role of the individual within the family and of the role of the family within society

Within the family the individual shares responsibility, develops supportive relationships, and acquires values. Within society the family contributes to the stability and quality of a democratic way of life.

8. acquire skills that contribute to self-reliance in solving practical problems in everyday life

These skills relate to the skilful management of personal resources, effective participation in legal and civic transactions, the art of parenthood, responsible consumerism, the appropriate use of community agencies and services, the application of accident-prevention techniques, and a practical understanding of the basic technology of home maintenance.

9. develop a sense of personal responsibility in society at the local, national, and international levels

Awareness of personal responsibility in society grows out of knowledge and understanding of one's community, one's country, and the rest of the world. It is based on an understanding of social order, a respect for the law and the rights of others, and a concern for the quality of life at home and abroad.

10. develop esteem for the customs, cultures, and beliefs of a wide variety of societal groups

This goal is related to social concord and individual enrichment. In Canada it includes regard for:

- a) the Native peoples;
- b) the English and French founding peoples;
- c) multiculturalism;
- d) national identity and unity.

2. Ministry of Education, Ontario, *Ontario Schools, Intermediate and Senior Divisions (Grades 7-12/OACs): Program and Diploma Requirements* (Toronto: Ontario Ministry of Education, 1984), pp. 3-4.

11. acquire skills and attitudes that will lead to satisfaction and productivity in the world of work

In addition to the appropriate academic, technical, and interpersonal skills, this goal relates to good work habits, flexibility, initiative, leadership, the ability to cope with stress, and regard for the dignity of work.

12. develop respect for the environment and a commitment to the wise use of resources

This goal relates to a knowledgeable concern for the quality of the environment, the careful use of natural resources, and the humane treatment of living things.

13. develop values related to personal, ethical, or religious beliefs and to the common welfare of society

Moral development in the school depends in part on a consideration of ethical principles and religious beliefs, a respect for the ideals held by others, and the identification of personal and societal values.

The Aims of Guidance

The aims of guidance are derived from the goals of education of the Ontario Ministry of Education. They reflect the specific guidance areas that assist students in the attainment of the broad curriculum goals.

The guidance program shall provide opportunities for students to acquire the skills, knowledge, and attitudes necessary to:

A. know and appreciate themselves

Such insight and knowledge will assist students in understanding their value as persons and in recognizing and making full use of their interests and aptitudes.

B. relate effectively to others

The achievement of this aim leads to good interpersonal relationships and effectiveness in all life roles.

C. develop appropriate educational plans

It is important that students develop educational plans that are flexible and suited to their needs, interests, and abilities.

D. explore career alternatives

In the process of career development, students learn more about themselves, explore a variety of career alternatives, and practise decision-making skills needed in making thoughtful choices for their future.

The aims of guidance are listed in an approximate developmental sequence and are not ranked in order of importance. Their importance is determined locally according to the students' needs.

The complex social order of the 1980s has focused the attention of educators on the need for effective guidance programs in schools.

Factors such as rapid technological, economic, and social changes underline the need for a balanced guidance program that will respond to the changing personal, social, educational, and career needs of all students and will prepare them for an uncertain future.

An effective guidance program will help students develop the knowledge, skills, and attitudes needed to understand themselves, to build meaningful relationships with others, to plan and achieve educational goals, and to explore personal career paths. Students will be encouraged to assume increasing responsibility for the direction of their lives.

Although guidance programs are designed primarily to assist students, an effective program will be useful in meeting the expectations and needs of parents, employers, and staff members of postsecondary institutions.

Parents need help in understanding the school organization and curriculum so that they are able to assist their children at important decision-making times. Parents of children who have been identified as "exceptional" need to understand their children's special needs.

Employers expect students to have a solid grounding in basic skills, complemented by career planning knowledge, skills related to employment, and positive attitudes towards work.

Personnel from postsecondary institutions expect that students entering courses will have made sound educational decisions based on accurate information, first-hand exploration, and discussion with counsellors, teachers, and parents.

Influences on Program Development

Many changes and new developments are taking place not only in the field of education but in the areas of economy, technology, and business, and in Canadian society as a whole. Such changes will have an effect on guidance and should be taken into consideration by anyone who is planning and preparing a guidance program. In the field of education these changes include:

- the expanded role of career education in all subject areas of the Intermediate and Senior Divisions;³
- the expanded role of special education and the continuing need to plan appropriate special education programs for exceptional pupils;
- the ongoing transfer of students from protected treatment environments to the regular school system;
- the reorganization and continuing renewal of secondary school education;
- the expanded role of continuing education;

3. Revisions will be made in all the subject curricula in the Intermediate and Senior Divisions and a section on the career implications of each subject will be added.

- the increase in the number of adult learners returning to the regular school system;
- the ever-increasing stress placed on lifelong learning;
- the effects of computer technology on learning.

Other factors that will influence a guidance program include:

- the increase in the number of women in the work force, particularly in non-traditional areas;
- the increasing number of marital and family breakdowns;

- the effects of computer technology on the utilization of information and on employment;
- the effects of continuous economic and technological changes;
- the effects of prolonged unemployment;
- the changes in family structures and traditional values;
- the use and abuse of drugs;
- the rights of individuals as stated in the Canadian Charter of Rights and Freedoms;
- the increased emphasis placed on the quality of life.

Program Development and Delivery

Responsibilities for Program Development and Delivery

It is expected that the principal and the staff shall provide a comprehensive guidance program in the school. They shall act in accordance with ministry

regulations, other pertinent legislation affecting students and families, and school board policies. The following chart details the responsibilities of the principal, guidance counsellors, and teachers.

<p>The principal shall:</p> <ul style="list-style-type: none"> – provide leadership in the implementation of this guideline; – have on file a written program for guidance based on this guideline; – assign the task of delivering selected parts of the program to appropriate staff members; – arrange for the necessary in-service development of the staff members who are responsible for the delivery of the program; – ask for evaluation and revision of the guidance program at regular intervals; – ensure that the mandatory twenty hours of guidance are provided for students in Grades 7 and 8. <p>The principal should:</p> <ul style="list-style-type: none"> – arrange for the availability of the physical facilities, the resources, and the staff necessary for delivery of the program; – ensure that adequate time is scheduled in the school timetable to allow all students to participate in the total guidance program. 	<p>Guidance counsellors shall:</p> <ul style="list-style-type: none"> – assist the principal and other appropriate staff in planning and delivering a guidance program based on this guideline; – co-ordinate the delivery of guidance instruction and counselling for all students in the school; – establish and maintain a guidance resource centre with the up-to-date information necessary for the delivery of the program; – assist in arranging for the referral of students to appropriate services and community agencies when required; – assist students with that part of the registration that relates to program and placement; – consult with those involved in assisting students; – assist the local board's special education Identification, Placement, and Review Committee; – maintain effective liaison between the elementary and secondary schools as well as with parents, community agencies, business and industry, and postsecondary institutions, in consultation with the principal; – carry out those administrative tasks necessary for the efficient and effective delivery of the guidance program; – participate in the ongoing evaluation of the guidance program in the school. 	<p>Teachers shall:</p> <ul style="list-style-type: none"> – assist with the development and implementation of the guidance program in the school; – implement the career education components of subject guidelines within their discipline(s); – assist students in developing and maintaining positive self-concepts and good relationships in the classroom.
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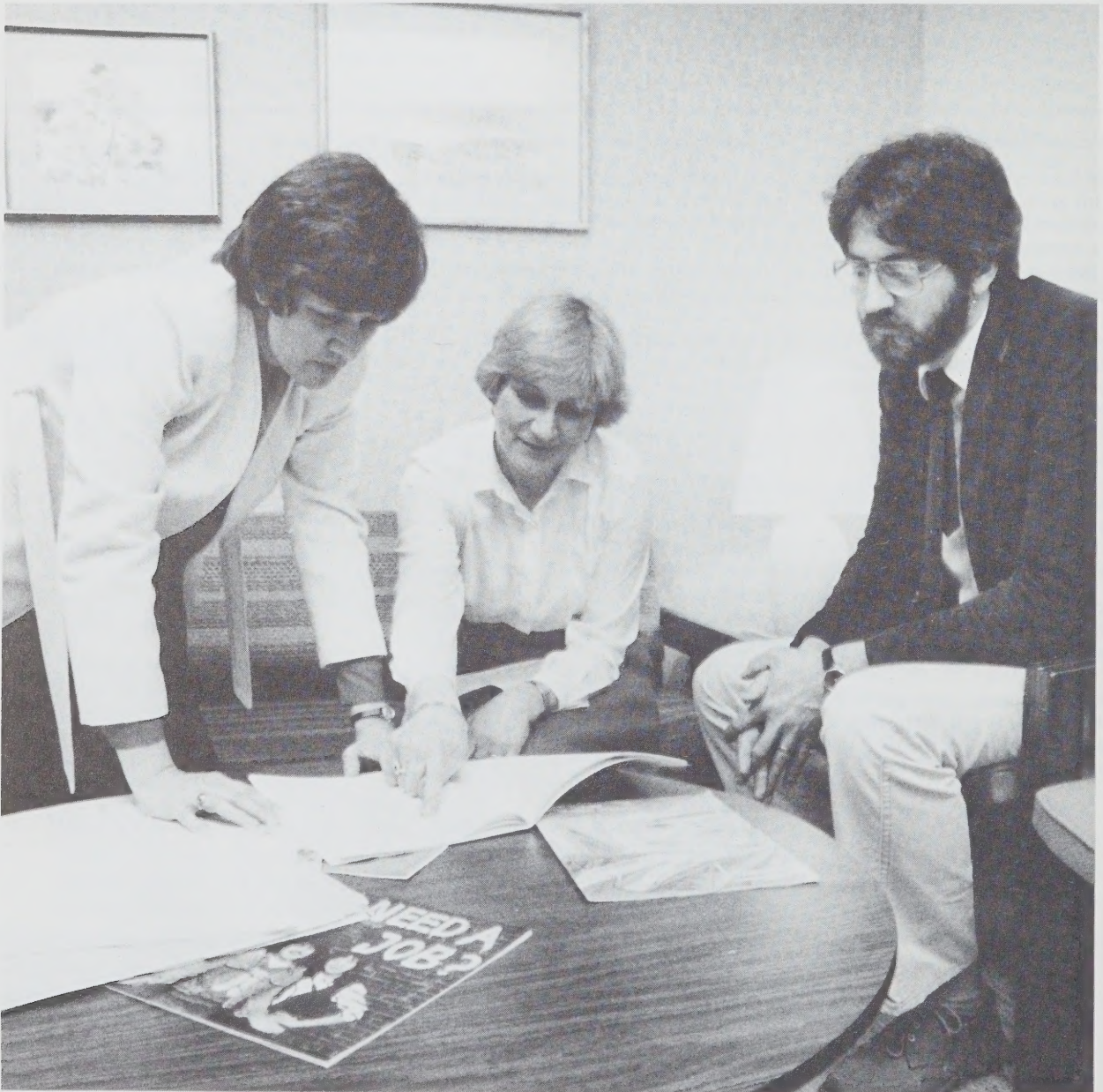
Co-ordination, Consultation, Liaison

The successful planning and implementation of a guidance program requires the combined effort and expertise of all school staff and the support of parents, board personnel, and the community. Each school shall design the co-ordination, consultation, and liaison activities that will support its guidance program.

Guidance counsellors shall:

- encourage and assist all staff to integrate guidance objectives with their courses;
- assist in establishing effective communication links between school and home;
- assist in maintaining liaison with the personnel of school board support services, community agencies, postsecondary institutions, and local businesses and industries;
- consult, as needed, with individuals who may be able to help a student achieve his or her maximum potential;

- consult with teachers about the special needs of students;
- arrange case conferences where these might be beneficial to a student;
- refer students and families to board support staff (if available) or community agencies when required;
- provide leadership in organizing special school-wide events such as Career Week and orientation activities.



Instruction

Introduction

Guidance instruction provides students with opportunities to develop the knowledge, skills, and attitudes that will help them attain the four aims of guidance.

The learning objectives which follow relate to each of the four aims of this guideline. The emphasis to be given to each objective in each grade will be determined through an assessment of local needs. Not all of the objectives will be covered each year. However, by the end of Grade 12, all students should have received instruction relating to each of the learning objectives.

The learning objectives outlined in this section should be incorporated into the program of study for each discipline, as appropriate. All teachers should be involved in this process, and the principal, the teachers, and the guidance staff together should decide how to implement the guidance component.

In addition to the mandatory guidance program in Grades 7 and 8 and the career education component included in all subject guidelines, schools may offer guidance credit courses, mini-courses, group guidance classes, overlay programs, or individual learning packages. The choice of instructional methods will depend on the needs of the students, the organization of the school, and the resources available.

Existing ministry resource documents provide support material to assist staff in fulfilling some of the objectives. (See Appendix B for a table of cross-references.)

Many boards have also developed their own support materials and are encouraged to continue to do this. Board documents currently available are listed in "Guidance Curriculum Resource Documents",⁴ an annotated bibliography. Boards may refer to this bibliography and obtain copies of relevant materials to assist them in preparing their guidance programs.

Learning Objectives

The following charts identify the specific learning objectives that support the four aims of guidance listed earlier in this document (see page 6).

4. Ministry of Education, Ontario, "Guidance Curriculum Resource Documents", ONTERIS. For more information, write to ONTERIS, Queen's Park, 13th Floor, Mowat Block, Toronto, Ontario M7A 1L2 or telephone (416) 965-4110.

Aims and Learning Objectives

Aim A: To know and appreciate themselves

The school shall provide students with opportunities to acquire the skills, knowledge, and attitudes necessary to know and appreciate themselves.

In order that they may achieve this aim, students shall be given opportunities to:

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|------|--|
| A. 1 | identify their strengths, values, interests, aptitudes, and accomplishments; |
| A. 2 | use in-school and out-of-school experiences, activities, and interests to learn more about their potential; |
| A. 3 | develop skills for dealing with the physical and emotional changes that will probably occur as they develop from adolescence to adulthood; |
| A. 4 | identify, describe, and accept their feelings towards themselves and others; |
| A. 5 | describe their hopes, expectations, and fears. |

Aim B: To relate effectively to others

The school shall provide students with opportunities to acquire the skills, knowledge, and attitudes necessary to relate effectively to others.

In order that they may achieve this aim, students shall be given opportunities to:

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| B. 1 | demonstrate and practise the skills needed for effective communication; |
| B. 2 | describe the qualities they seek in their relationships with others; |
| B. 3 | describe and practise appropriate ways of handling their emotions; |
| B. 4 | identify the different ways in which people behave in groups and evaluate the effect of these behaviours; |
| B. 5 | understand the importance of being sensitive to the feelings and needs of others in a group; |
| B. 6 | demonstrate and practise the skills needed to work productively in groups; |
| B. 7 | identify the contributions made to their community by people of different cultures, races, religious groups, abilities, ages, and lifestyles; |
| B. 8 | interact with people of different cultures, races, religious groups, abilities, and ages; |
| B. 9 | understand how a community relies on the interdependence of its people. |

Aim C: To develop appropriate educational plans

The school shall provide students with opportunities to acquire the skills, knowledge, and attitudes necessary to develop appropriate educational plans.

In order that they may achieve this aim, students shall be given opportunities to:

- | | |
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| C. 1 | become familiar with the educational alternatives available to them at each stage of their schooling; |
| C. 2 | use a wide range of educational resources such as school calendars, computerized information systems, and diagnostic tests; |
| C. 3 | tour various educational institutions and listen to speakers who are familiar with different educational alternatives; |
| C. 4 | understand how education relates to occupational choices; |
| C. 5 | choose courses based on their knowledge of their personal strengths, interests, values, and accomplishments; |
| C. 6 | revise their educational plans at regular intervals on the basis of new information about themselves; |
| C. 7 | select courses that will allow them a range of occupational choices; |
| C. 8 | use personal work experiences such as part-time jobs, co-operative education, linkage programs, and volunteer work to help them formulate educational plans; |
| C. 9 | acquire the knowledge and attitudes needed to make successful transitions from one stage of their education to the next; |
| C. 10 | understand the significance of motivation in successful learning; |
| C. 11 | know which remedial and tutorial resources are available and how to use them; |
| C. 12 | develop study skills that are appropriate to their level of education; |
| C. 13 | develop effective time management skills. |

Aim D: To explore career alternatives

The school shall provide students with opportunities to acquire the skills, knowledge, and attitudes necessary to explore career alternatives.

In order that they may achieve this aim, students shall be given opportunities to:

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|-------|---|
| D. 1 | understand the meaning and importance of career-related terms such as career, occupation, work, and job; |
| D. 2 | understand the importance of planning for each of the stages in their lives: education, work, and retirement; |
| D. 3 | know how their experiences and decisions have influenced their lives to date and may affect their future career; |
| D. 4 | become aware of the possible influence of social and economic conditions and predictions of future trends on career planning; |
| D. 5 | know how to use various decision-making processes; |
| D. 6 | demonstrate effective decision-making skills in career planning; |
| D. 7 | identify the information needed to make realistic occupational choices; |
| D. 8 | identify and utilize the available resources for exploring occupational alternatives; |
| D. 9 | use their knowledge of themselves, of their relationships with others, and of their skills, as well as their educational plans, to develop tentative career plans that include immediate and long-term goals; |
| D. 10 | identify and use various sources of information about employment opportunities; |
| D. 11 | write letters, complete applications, prepare résumés, and develop strategies for job search purposes; |
| D. 12 | experience simulated job interviews; |
| D. 13 | become familiar with the general expectations that employers have of their employees; |
| D. 14 | become familiar with their legal rights and responsibilities as employees; |
| D. 15 | understand the role of unions and other employer/employee associations; |
| D. 16 | learn about the opportunities for and the advantages and disadvantages of self-employment. |

Staff Responsibilities

The responsibilities of guidance counsellors and teachers in relation to the instructional mode are listed below.

<p>Guidance counsellors shall:</p> <ul style="list-style-type: none">– identify and establish priorities in response to the instructional needs of students;– assist teachers in the development of instructional activities;– assist staff in obtaining the necessary teaching resources;– teach certain units of the guidance program;– develop and implement methods of evaluation for the units, courses, and program.	<p>Teachers shall:</p> <ul style="list-style-type: none">– develop, teach, and evaluate career education components related to their subject area. <p>Teachers should:</p> <ul style="list-style-type: none">– collaborate with guidance counsellors in the planning and delivery of school-wide guidance activities;– prepare bulletin-board displays that relate subject content to career planning at appropriate times during the school year;– provide students with experiences related to the world of work. They can do this in various ways: invite people who are working in a field related to their subject area to participate in classroom activities; describe their own recent career experiences; arrange co-operative education and work experience components, where possible.
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Course Development

Instructional Strategies

The guidance learning objectives can be met through a variety of instructional strategies. Some strategies are suggested below.

Scheduled Guidance Classes

One way of fulfilling the mandatory guidance instructional time in Grades 7 and 8 would be to schedule twenty hours of guidance classes for all students. In Grades 9 through 12, the secondary school may provide courses for full or partial credit (see the criteria for a credit course on page 12).

Strategies for Non-Credit Courses

Integration of Guidance With Other Subjects

It may be decided that the guidance learning objectives can best be achieved through the curricula of other subject areas (for example, language arts, mathematics, science, English, music, business, or technology). This approach will require considerable planning and co-ordination among staff members to ensure that all students receive a complete guidance program and that overlap is minimized or eliminated. Modules or units integrated with other curriculum areas would be in addition to the career education component included in each subject guideline.

Overlay

In the overlay method, classes in another subject area are used for guidance instruction for one or more periods. It is necessary to use periods from compulsory subjects at the secondary school level in order to include all students at a given grade level. An extended home-room period where possible is another alternative if the session is to involve the giving of information only.

Mini-Courses

Some objectives can be designed as separate units of one, two, or three periods in length. They may be offered to interested students on a voluntary basis. These courses could be held during regular class periods, with students being excused from their regularly scheduled classes, or during spare periods, lunch hours, before and after school, or in the evening. Parents may be invited to the evening sessions.

Ongoing Small Groups

Groups of ten to fifteen students could meet once or twice a week on a voluntary basis to work together on several of the guidance objectives or perhaps on a complete unit of study. A group might be established by announcing the theme of the activities first or by forming the group first and then determining with the group members what areas they would like to explore. Meetings could be scheduled in regular class time, with students being excused from regular classes, or in free time. An ongoing group might be a guidance club; it may be considered an extracurricular activity.

Team-teaching

Some of the learning objectives can best be met through a co-operative effort between guidance staff and staff of other departments. Counsellors can co-operate with English teachers, health education, family studies, and other subject teachers in delivering the career education components of these various subject guidelines. Moreover, all the teachers in a school can work together as a team on special projects such as Career Week.

A Concentrated Program

Some learning objectives could be covered in a one-day or two-day concentrated program. The first two aims of guidance (to understand and appreciate themselves and to relate effectively to others) could be covered in such a program or they could be integrated into a language arts class. A visit to a postsecondary institution might help students meet many of the learning objectives that relate to educational planning. Involvement in a work experience program or in a job shadowing activity would enable students to complete several of the learning objectives that relate to career planning.

Individual Learning Packages

Some of the objectives can be modified to suit the individual learner. While it may be ideal to work with groups of students – group work provides vital opportunities for discussion, encouragement, and feedback – this may not be possible. Therefore, students may complete many of the objectives working on their own, in consultation with the counsellor. Computer-assisted learning programs are often useful in individualized learning.

Criteria for Credit Courses

Career Planning

Up to a full-credit course in career planning may be developed on the basis of this guideline. When such a course is offered for credit, it shall include instruction based on the four aims of guidance. Particular emphasis should be given to objectives relating to work and employability skills. The resource guide *Work and Employability Skills Program*⁵ will be of assistance to those planning such a course.

Credit will be awarded when a student has met the requirements set out in the course description.

Guidance Co-operative Education

A co-operative education course will enable students to obtain up to three full credits towards the Ontario Secondary School Diploma (OSSD). In accordance with the policy stated in *Ontario Schools, Intermediate and Senior Divisions*,⁶ a minimum of one-third of the time shall be spent on the in-school component which shall be based on this guideline. Other guidance resource documents such as *Work and Employability Skills Program* can be of use in developing this component. Up to two-thirds of the time credits may be earned through an out-of-school component which will provide opportunities for students to practise the skills learned during the in-school part of the course and to gain a variety of relevant on-the-job experiences.

Peer-helping and Human Relations

It is possible to offer up to a full credit for a peer-helping and human relations course. When such a course is offered for credit, it shall be developed from this guideline and shall meet the four guidance aims. In addition, the course shall incorporate specific training in the duties, responsibilities, and limitations of a peer-helper. Regularly scheduled peer-counselling duties should be included as a co-operative education component.

Students should spend up to two-thirds of the time allotted to the course on this component.

A Note of Caution

It is of paramount importance that activities and materials reflect respect for the privacy of students and their homes. Students must not be requested to disclose personal information about themselves or their families if they do not wish to do so. For example, questions might be phrased in language that allows a student to refuse an answer. Students should know before a writing assignment whether their work will be collected, posted, or circulated among other students, or whether it will be for their personal use only. Naturally, questions that clearly invade a student's privacy or activities that put a student "on the hot seat" must be avoided. It is especially important to respect students' privacy in the context of communication activities.

In addition, only a fully-qualified guidance counsellor should teach the peer-helping and human relations course. This will ensure that only appropriate methods and activities are included and that there is ongoing supervision of the students involved in peer-helping and human relations.

5. Ministry of Education, Ontario, *Work and Employability Skills Program* (Toronto: Ontario Ministry of Education, 1982).

6. Ministry of Education, Ontario, *Ontario Schools, Intermediate and Senior Divisions (Grades 7-12/OACs): Program and Diploma Requirements* (Toronto: Ontario Ministry of Education, 1984), p. 26.

Introduction

Students need opportunities to assimilate and personalize the knowledge, skills, and attitudes developed through the instructional activities outlined in the previous section. With the help of individual and group counselling, students can improve their ability to establish personal goals and carry them out.

Students need help throughout their years at school with personal, educational, and career concerns. Counselling interviews can be initiated by a student, a counsellor or other staff member, or a parent, and can occur as frequently as the student's needs indicate. Students who may require more frequent interviews include:

- those who have been identified as exceptional;
- those who need support and referral to a community agency;
- those who need follow-up support after referral to a community agency;
- those who are new to the school, especially students from other communities or countries.

Staff Responsibilities

Guidance counsellors are responsible for the counselling section of the guidance program. However, all teachers should assist in the development of relationships that will help students in their day-to-day activities.

Counselling Objectives

Counselling is intended to help students to:

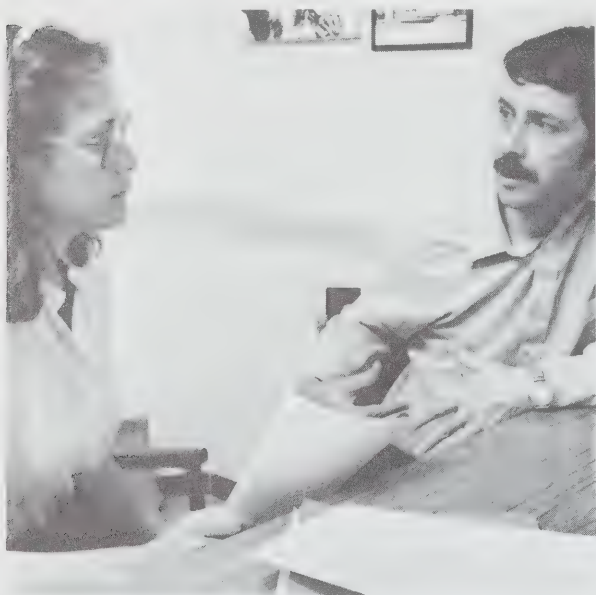
- identify their personal strengths and weaknesses;
- clarify their ideas and feelings;
- solve their personal problems;
- develop their interpersonal skills;
- explore alternatives related to important decisions in their lives;
- make educational and career decisions;
- learn to set and achieve short- and long-term goals;
- find out where they can obtain help for specific needs or problems.

<p>Guidance counsellors shall:</p> <ul style="list-style-type: none">– help students assess their personal strengths as they relate to their academic potential, special aptitudes, and interests;– administer standardized measurement instruments and use the results to provide students with information on their abilities, aptitudes, and interests;– assess students' particular social and emotional needs and make recommendations for referrals to or consultation with other staff or community agencies;– help students learn and practise behaviour that leads to improved interpersonal relationships with teachers, peers, parents, and others (for example, through role play);– help students investigate possible career paths, consolidate personal career plans, and review short- and long-term educational plans;– assist students in planning the next phase of their educational program and in making appropriate choices.	<p>Teachers shall:</p> <ul style="list-style-type: none">– help students identify and obtain the academic help that they need;– identify those students who appear to need more intensive assistance and referral to an appropriate agency. <p>Teachers should:</p> <ul style="list-style-type: none">– help students revise and adjust their educational programs when necessary;– help students solve problems, especially problems related to learning or interpersonal relationships in the classroom (teachers can help by listening to each student's concerns, by offering support and encouragement, and by helping students clarify issues and explore solutions);– help students relate their subjects to future career planning.
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Counselling Strategies

Counselling sessions can take place on a one-to-one basis or in a group. Both methods can be effective. For example, students who are working on self-evaluation and personal goal-setting usually need the security and confidentiality of an individual interview with a guidance counsellor. Those confronting a classroom problem related to academic achievement or behaviour may also need a private discussion with the teacher or counsellor.

On the other hand, meeting with students in small groups can be an effective way to assist students in dealing with a problem that is common to the group, such as adjusting to a new community or country or learning more effective study skills. Guidance counsellors who have been specially trained to work with this type of support group can provide a program of several sessions designed to help students explore their feelings and difficulties and learn appropriate ways of responding. The major focus of support groups is to help students achieve success in their school program. On occasion, it may be necessary to refer a student to a community agency for specialized assistance.



Ethics and Confidentiality

The guidance counsellor must treat disclosures made in the course of a counselling session with confidentiality and respect. There will be occasions, however, when an interview will uncover circumstances that are detrimental or dangerous to the welfare of the student, the community, or society. In such instances, the counsellor should attempt to persuade the student to share the information with an appropriate professional. Failing this, the counsellor should act in the manner of a concerned parent. In any case, the guidance counsellor has an obligation to share with the student any actions that are being considered.

Ethical-legal handbooks offering advice and assistance in this area are available from professional guidance organizations such as the Ontario School Counsellors' Association.

Training of Guidance Counsellors and Teachers

Guidance counsellors and teachers need special skills, attitudes, and knowledge to be effective in their counselling interaction with students.

Guidance counsellors

To be appointed head of a guidance department in a secondary school, a teacher shall have guidance specialist qualifications. In Grades 7 and 8, a teacher who is placed in charge of a guidance program shall have at least the minimum guidance qualifications. Further information about qualifications can be found in Regulation 262 and Regulation 269. Regulation 262 outlines the *minimum* requirements for a guidance counsellor. Those assigned major counselling responsibilities dealing with complex and sensitive issues that affect young people and their families should have successfully completed the specialist qualification, as outlined in Regulation 269. Continual upgrading of knowledge and skills is necessary if guidance counsellors are to be effective.

Teachers

Teachers should be encouraged to participate in courses, seminars, and professional development activities which will increase their knowledge and skills in the following areas:

- career education, including subject-related employment trends
- communication skills
- student record-keeping
- decision-making skills
- human development

Guidance Administrative Duties

The development and delivery of a comprehensive guidance program in the Intermediate and Senior Divisions requires the completion of a number of administrative and clerical tasks. Although some of these tasks shall be done by guidance counsellors, the principal shall ensure that guidance counsellors are able to devote most of their time to guidance instruction, counselling, consultation, co-ordination, and liaison.

Some of the administrative and clerical tasks required in the delivery of the program are listed below. Many of these tasks should be done by clerical staff and, where available, lay assistants or guidance technicians. Some may appropriately be assigned to peer-helpers or to members of a guidance club.

<p>Guidance counsellors shall:</p> <ul style="list-style-type: none">- develop a written program for guidance, consistent with ministry and school board policy, which includes a rationale, aims, objectives, teaching and evaluation strategies, and resources;- develop a budget for the guidance program (this is usually done by the head of guidance);- process university and college applications for students;- write letters of reference for students;- prepare the necessary forms for student referrals to board support staff and community agencies;- review Ontario Student Records for accuracy and completeness;- assist school administrators with the process of student admissions and withdrawals. <p>Guidance counsellors should:</p> <ul style="list-style-type: none">- assist school administrators in hiring counselling staff.	<p>Clerical staff may:</p> <ul style="list-style-type: none">- schedule individual counselling sessions for students;- schedule group counselling sessions;- schedule student/parent interviews with board support staff and personnel from community agencies;- schedule student visits to various educational institutions;- schedule mini-courses and seminars;- schedule orientation visits for incoming students and their parents;- schedule case conferences with in-school and external staff;- maintain up-to-date files and records of: career information, postsecondary information, student admissions and withdrawals, appointments and referrals, applications and transcripts, department budget allocations and expenditures;- process transcripts;- assist with the maintenance of Ontario Student Records;- request Ontario Student Record files for new students and forward files of students who have transferred;- assist school administrators in preparing and revising student timetables.	<p>Students may:</p> <ul style="list-style-type: none">- maintain career information files;- assist other students in locating information or learning how to use the guidance resource centre;- contact potential speakers and make arrangements for their visits;- help organize special events such as Career Week;- assist in the preparation of a guidance newsletter.
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Evaluation

With the increased emphasis on a guidance curriculum, it is important to focus on the success of students in reaching stated learning objectives. Because students are at various levels of career and personal maturity, it may not be possible to specify minimum levels of competency for all students.

Needs assessment will assist guidance counsellors and teachers in determining areas of emphasis for various grade levels. These may include: acquisition of vocabulary, knowledge, or information; awareness of different educational or personal characteristics; understanding of one's interests and aptitudes.

Schools should adapt the learning objectives to local needs and encourage each student to progress as far as possible in reaching the stated learning objectives. All learning objectives developed by schools must be consistent with this document.

Planned evaluation of the guidance programs is essential in order to improve program practices and to meet the needs of all students.

Four examples of evaluation techniques ranging from an informal accountability activity to a total program assessment are described below.

1. Keeping a log

A rather simple accountability activity is the keeping of a daily log of: time spent with teachers, parents, or staff; time spent with students and others both in and out of the office; the proportion of students who request interviews and those who are called. By keeping a daily log, the counsellors will know how much of their time is spent in these guidance functions, and how much time is spent in guidance administrative activities such as arranging interviews, checking student records, and planning a Career Week program. A related activity might be the use of a rating sheet as a follow-up on various types of counsellor assistance.

2. Survey of a particular aspect of guidance

By means of a checklist with space for written comments, members of the guidance department may evaluate one specific aspect of the program such as group counselling, individual counselling, peer helping, or career information. It is possible to evaluate a different function each year, thus focusing full attention on one aspect of guidance. Although this approach has some merit, it lacks comprehensiveness and gives only a partial assessment of the guidance program.

3. Survey of the guidance program

This type of survey, in which counsellors would be asked for their comments, could be designed for use in individual schools or on a board-wide basis. The following are some sample questions that might be asked.

- What use is made of the results of diagnostic tests administered by the guidance staff, the teaching staff, and the administration?
- Approximately how much time is spent on counselling and on instruction, respectively?

- How do you liaise with the feeder elementary schools? Describe your policy in detail.
- In which professional development activities did you participate during the last school year? List them.

The results of this survey could indicate general strengths or weaknesses in the operation of a guidance department. Counsellors, supervisory officials, and others can use the results as a basis for making decisions about present or future programs and about professional development.

4. In-depth co-operative evaluation

This type of evaluation could be conducted every three or four years and would involve a survey of students, recent graduates, drop-outs, teachers, administrators, counsellors, parents, and representatives from business, industry, labour, and postsecondary institutions. The purposes of such a co-operative appraisal would include:

- assisting counsellors, teachers, principals, and parents in understanding the school's guidance objectives and activities;
- assisting all those who will be involved in making decisions about the future development of guidance programs;
- providing information about the guidance program to the public.

The first step in this type of evaluation involves a survey of students, parents, teachers, administrators, and counsellors.

The following are a few sample statements in which respondents are asked to indicate to what extent an activity should be an objective, and to what extent it is being performed in the school (parents would not be expected to answer this portion of the questions):

- The guidance staff assists all students seeking accurate and up-to-date information.
- The student is responsible for his or her own curriculum choices.
- Counsellors keep themselves informed of current educational and career information.

A section for written comments allows the respondents to express any concerns and suggestions not covered by the survey.

Once the survey has been completed, the results are summarized and presented to an external team made up of individuals who work in educational fields and of members of the general public, including business, industry, and labour. In addition, an evaluation based on the results may be prepared by the counsellors themselves.

After examining the results of the surveys and interviewing groups of respondents, the external team prepares a written report and presents it to the principal or the school board. As a follow-up, the various groups that participated in the survey should be informed of the final results and of the steps being planned for correcting weaknesses in the program.

Other Program Considerations

Computers in the Guidance Program

Schools should make increasing use of microtechnology in guidance programs. Microcomputers may be used by students for direct learning related to the aims and objectives contained in this guideline. For example, information systems such as SGIS, CHOICES, and other data-retrieval programs on both mainframe computers and minicomputers and microcomputers give students easy access to the up-to-date information they require for their educational and career planning. Interactive systems allow students to relate their own personal needs and characteristics to computer-based information and decision-making programs. With the help of this efficient process of searching out and sorting through pertinent information and relating it to their own particular needs, students should be better informed about career alternatives and better prepared to discuss their future goals with a counsellor.

Computers may assist students in all grades by facilitating information-seeking and decision-making at each point of transition in the educational process – from Junior to Intermediate Division, from elementary to secondary school, and from school to work or further education.

In addition to data retrieval programs, computers should be used as part of the teaching-learning process in guidance. For instance, students could use the computer for composing résumés, completing job applications, and designing individual career paths.

Computerized learning materials are now used as support materials for units and courses in self-awareness, educational planning, and career planning; they are referred to as lessonware or courseware. Such materials will become increasingly important in the preparation of guidance programs, especially in the development of individual learning packages to be used by students. Programs for microcomputers are already being developed and used; for example, a program is now available to show students how to prepare a résumé.

Although student “hands-on” use of computers has the highest priority, counsellors may also use computers to aid them in administrative and clerical tasks. Keeping records, scheduling mini-courses, revising student timetables, and preparing transcripts are all tasks that may be facilitated through the use of microcomputers and word processors.

The introduction of computers into the guidance program must be planned very carefully. Computers may allow guidance counsellors more time to work directly with students in planned group activities and individual counselling. It is important that counsellors keep the guidance program student-centred rather than allowing it to become computer-dominated.



Values Education in the Guidance Program

Values education is an integral part of the school experience. It is part of the study of all subjects at all levels. In the guidance classroom and during counselling sessions, it is important that the guidance counsellor or teacher provide students with regular opportunities to reflect upon the values and issues that arise from the subject matter and from the interaction among class members.

Students should be given opportunities to:

- clarify and carefully examine values within the social context;
- learn reflective skills that will help them to deal with the value dilemmas they meet in their own lives;
- become aware of and accept their rights and responsibilities as individuals and as citizens;
- learn to respect themselves and others;
- consider the ethical implications of decisions;
- develop their own personal and societal values.

It is essential that the guidance counsellor or teacher create an environment in which there is fairness, mutual respect, and positive regard for all individuals both in the instructional and the counselling sessions.

Exceptional Pupils

Legislation now requires that exceptional pupils receive an education suited to their needs and abilities. To assist in the provision of special education programs and services, guidance counsellors shall co-operate with teachers and administrators in:

- monitoring the educational progress of exceptional pupils;
- consulting with parents and special services personnel;
- providing counselling services to meet the personal, social, educational, and career planning needs of exceptional pupils.

Counsellors, special education teachers, and subject teachers should use a team approach to enhance communication and ensure the delivery of effective services to those pupils identified as “exceptional”.

Sex Equity

All aspects of the school's guidance program should reflect a recognition of the expanding roles of men and women and be based on equal opportunity and on unbiased, non-sexist information. The school must help young women and men recognize their potential as equals within the society in which they live.

Guidance programs shall meet the needs of males and females within our society by striving to expand their aspirations and modify any narrowly defined attitudes. Counselling and career information that are free of stereotypic bias encourage students to explore the full range of options available to them.

Multiculturalism

Guidance counsellors share with other staff the responsibility for helping all students to become aware of their own individual identity and heritage and to understand and respect the heritage of others. Students should understand that our national heritage is constantly evolving as new ethnic groups contribute ideas and experiences to our multicultural society.

Guidance counsellors, in particular, can assist students and parents who are newcomers to Canada by helping them to obtain the assistance they need in the difficult initial phase of adjustment. This could involve arranging for English-as-a-second-language/dialect instruction and for remedial help to overcome learning gaps, finding interpreters, and ensuring appropriate educational placement. It is important that counsellors see these new students on a regular basis to monitor their progress and to help them adjust. Moreover, it is both necessary and beneficial that guidance counsellors communicate regularly with parents of new students and provide them with information on available services.

Guidance counsellors may also provide assistance in dealing with problems that involve interracial or intercultural tensions.



The Adult Perspective in Course Development

This guideline also serves as a basis for guidance courses for adult learners. These learners may be in classes composed exclusively of adults, as in continuing education or in an adult day school. Often, however, one or more adults may be found in regular daytime programs. Relatively small adjustments in planning for these classes may provide substantial benefits for the adult learners and enrich the experiences of the regular students.

Courses planned for adult learners can incorporate general adult learning principles with only slight changes in emphasis. The following principles should be taken into account:

1. Adult learners bring a rich store of practical experience with them. Classroom activities can be designed to elicit this experience and build upon it.
2. Adults learn best in groups and welcome the support of their fellow learners. Activities that foster social interaction will result in more effective learning. Through such activities, learners can act as resources for one another.
3. Adults learn effectively through active participation. Strategies that balance experiential activities with theoretical and abstract presentations will enhance adult learning.
4. Adults tend to be present- and problem-oriented. In order to provide the most effective and most relevant learning experiences, the course leader should make an effort to discover and build on their immediate learning needs.
5. Adults exhibit a greater range of learning styles than do younger students. Opportunities for independent study and for learning projects may be used to foster individual differences.

Current theory suggests that adults are generally highly self-directed, responsible, and mature learners. However, since such generalizations are not without exceptions, the course leader must decide the extent to which the principles described above may be implemented with the learners in the class.

For more information on this topic, course leaders are referred to *Adult Learning Principles and Their Application to Program Planning*, a research report available from the Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario (for mail orders only, write to: Ontario Ministry of Government Services, Publications Services Section, 5th Floor, 880 Bay Street, Toronto, Ontario M7A 1N8).

Guidance counsellors should provide encouragement and assistance as well as specific help for adult learners. Such help might include:

- reviewing the adult learners' career and educational plans;
- alerting them to various credit possibilities such as intensive short courses (e.g., one-quarter credit), co-operative education, correspondence courses, and independent study.



Appendices

Appendix A. Glossary

Aptitude A person's natural ability or potential to learn in areas such as technology, music, athletics, art, communications, science, etc. A particular aptitude may be developed through motivation and hard work.

Attitude A certain disposition or frame of reference that affects a person's behaviour.

Career The totality of work a person does in his or her lifetime. Other life roles such as those related to family, community, leisure, and retirement are included in a career.

Career education All the planned activities within the school program that help students develop the knowledge, skills, and attitudes needed to make their careers meaningful, productive, and satisfying.

Exceptional pupil A "pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he is considered to need placement in a special education program"⁷ by an Identification, Placement, and Review Committee.

Guidance Guidance is a teaching and counselling process that shows students how to take maximum advantage of their career opportunities and how to meet their social responsibilities. It emphasizes self-understanding, interpersonal relationships, educational planning, and career planning.

Guidance counsellor A teacher who has received appropriate training in guidance from a recognized institution and is assigned guidance responsibilities in a school setting. A guidance specialist has successfully completed the three-part training program or its equivalent.

Identification, Placement, and Review Committee

A committee whose task it is "to identify exceptional pupils and to make and review placements of exceptional pupils".⁸

Interests The likes and dislikes of a person that affect the choices he or she makes. Interests will influence a person's decisions about education, occupation, leisure time, marital status, lifestyle, values, retirement, and other aspects of life.

Job A position of paid employment in a single organization that includes specific duties and responsibilities.

Occupation A group of similar jobs found in various organizations.

Peer-helping A strategy whereby trained and supervised students listen to other students and offer them support. They may also offer tutorial assistance.

Shall, should, may When used in this document:

- "shall" indicates that which must be implemented;
- "should" indicates that which is strongly recommended;
- "may" indicates that which is optional.

Student Guidance Information Service (SGIS)

A computerized system of the Ministry of Education which provides information about occupational and educational opportunities and about requirements for entry into various occupational areas and educational institutions. It also provides general career-related information and occupational exploration.

Student support group A group of students with similar concerns who, with the help of a trained counsellor, work through a structured process of learning in order to solve problems or deal with crises. The students also offer each other support and encouragement.

Work Conscious effort aimed at producing benefit for oneself and/or others.

Values Values may be defined as those tenets that the individual and/or society consider important principles of conduct and major aims of existence.

7. Education Act, Revised Statutes of Ontario, 1980, chapter 129, section 1 (1) 21.

8. Education Act, Revised Statutes of Ontario, 1980, chapter 129, section 10 (1) 5iii.

Appendix B. Instructional Learning Objectives and Ministry Resource Documents*

Aim A: To know and appreciate themselves

The school shall provide students with opportunities to acquire the skills, knowledge, and attitudes necessary to know and appreciate themselves.

In order that they may achieve this aim, students shall be given opportunities to:

		Ministry document	One Step at a Time		Work and Employability Skills Program ^Δ	
		Grade	7	8	9-12	
A. 1	identify their strengths, values, interests, aptitudes, and accomplishments;		1-7	5-7	1	L e s s o n u n i t
A. 2	use in-school and out-of-school experiences, activities, and interests to learn more about their potential;		2		5	
A. 3	develop skills for dealing with the physical and emotional changes that will probably occur as they develop from adolescence to adulthood;		17, 18			
A. 4	identify, describe, and accept their feelings towards themselves and others;		6, 7	5	19	
A. 5	describe their hopes, expectations, and fears.		6, 7	5-18		

Aim B: To relate effectively to others

The school shall provide students with opportunities to acquire the skills, knowledge, and attitudes necessary to relate effectively to others.

In order that they may achieve this aim, students shall be given opportunities to:

		Ministry document	One Step at a Time		Work and Employability Skills Program ^Δ	
		Grade	7	8	9-12	
B. 1	demonstrate and practise the skills needed for effective communication;				15	L e s s o n o r u n i t
B. 2	describe the qualities they seek in their relationships with others;		8			
B. 3	describe and practise appropriate ways of handling their emotions;		6, 7		†	
B. 4	identify the different ways in which people behave in groups and evaluate the effect of these behaviours;				†	
B. 5	understand the importance of being sensitive to the feelings and needs of others in a group;				†	
B. 6	demonstrate and practise the skills needed to work productively in groups;				†	
B. 7	identify the contributions made to their community by people of different cultures, races, religious groups, abilities, ages, and lifestyles;				†	
B. 8	interact with people of different cultures, races, abilities, and ages;					
B. 9	understand how a community relies on the interdependence of its people.				†	

*See also Ontario Ministry of Education, “Guidance Curriculum Resource Documents”, ONTERIS.
^ΔUnits from *Work and Employability Skills Program* may have to be adapted for Grade 9 and 10 students.
[†]Further support documents for Grades 9 and 10 are currently being planned.

Aim C: To develop appropriate educational plans

The school shall provide students with opportunities to acquire the skills, knowledge, and attitudes necessary to develop appropriate educational plans.

In order that they may achieve this aim, students shall be given opportunities to:

In order that they may achieve this aim, students shall be given opportunities to:		Ministry document	One Step at a Time		Work and Employability Skills Program ^Δ	
		Grade	7	8	9-12	
C. 1	become familiar with the educational alternatives available to them at each stage of their schooling;	12, 13	8-11	†		L e s s o n o r u n i t
C. 2	use a wide range of educational resources such as school calendars, computerized information systems, and diagnostic tests;	15, 16	12			
C. 3	tour various educational institutions and listen to speakers who are familiar with different educational alternatives;					
C. 4	understand how education relates to occupational choices;	1, 13	8, 9	†		
C. 5	choose courses based on their knowledge of their personal strengths, interests, values, and accomplishments;	13	8, 15-18	†		
C. 6	revise their educational plans at regular intervals on the basis of new information about themselves;					
C. 7	select courses that will allow them a range of occupational choices;	12, 13	8-11	†		
C. 8	use personal work experiences such as part-time jobs, co-operative education, linkage programs, and volunteer work to help them formulate educational plans;					
C. 9	acquire the information and attitudes needed to make successful transitions from one stage of their education to the next;	12, 13	8-11	†		
C. 10	understand the significance of motivation in successful learning;			†		
C. 11	know which remedial and tutorial resources are available and how to use them;					
C. 12	develop study skills that are appropriate to their level of education;	11	4	†		
C. 13	develop effective time management skills.	11	4	†		

^ΔUnits from *Work and Employability Skills Program* may have to be adapted for Grade 9 and 10 students.
[†]Further support documents for Grades 9 and 10 are currently being planned.

Aim D: To explore career alternatives

The school shall provide students with opportunities to acquire the skills, knowledge, and attitudes necessary to explore career alternatives.

In order that they may achieve this aim, students shall be given opportunities to:

	Ministry document	One Step at a Time		Work and Employability Skills Program ^Δ	
	Grade	7	8	9-12	
D. 1 understand the meaning and importance of career-related terms such as career, occupation, work, and job;		1	12, 15	1	L e s s o n o r u n i t
D. 2 understand the importance of planning for each of the stages in their lives: education, work, and retirement;				24	
D. 3 know how their experiences and decisions have influenced their lives to date and may affect their future career;		13	1-3	5	
D. 4 become aware of the possible influence of social and economic conditions and predictions of future trends on career planning;		13	20	2, 4	
D. 5 know how to use various decision-making processes;		9, 10	1-3		
D. 6 demonstrate effective decision-making skills in career planning;		9, 10	1-3	1	
D. 7 identify the information needed to make realistic occupational choices;		2-5, 8, 14-19	18	2-4	
D. 8 identify and utilize the available resources for exploring occupational alternatives;		14-19	12-18	3, 5	
D. 9 use their knowledge of themselves, of their relationships with others, and of their skills, as well as their educational plans to develop tentative career plans that include immediate and long-term goals;		1-20	18	2	
D. 10 identify and use various sources of information about employment opportunities;			12	2, 4, 17	
D. 11 write letters, complete applications, prepare résumés, and develop strategies for job search purposes;				6-10	
D. 12 experience simulated job interviews;				11-15	
D. 13 become familiar with the general expectations that employers have of their employees;			20	19	
D. 14 become familiar with their legal rights and responsibilities as employees;				21	
D. 15 understand the role of unions and other employer/employee associations;				22	
D. 16 learn about the opportunities for and the advantages and disadvantages of self-employment.			20	25	

^ΔUnits from *Work and Employability Skills Program* may have to be adapted for Grade 9 and 10 students.

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It should be noted that the position given for each member is that held by him or her at the time of participation on the team or committee.

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